

Core Question 3: Is the organization effective and well run?

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of five indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

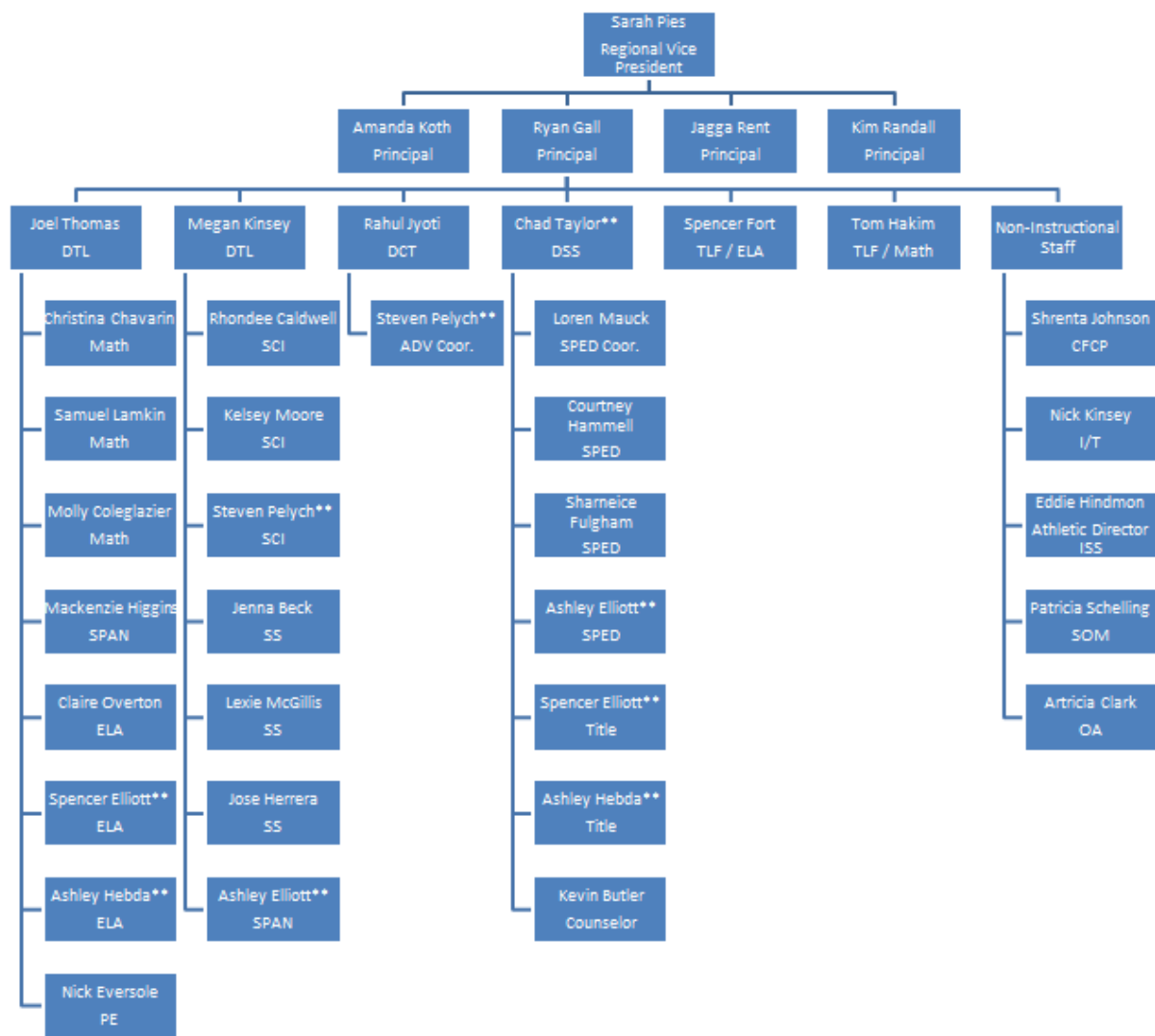
3.1. Is the school leader strong in his or her academic and organizational leadership?							
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.1 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	MS	AS					
Sub-indicator Ratings	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						MS
	Leadership stability in key administrative positions						DNMS
	Communication with internal and external stakeholders						MS
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						MS
	Consistency in providing information to and consulting with the schools' board of directors						ES

In 2013-2014, Indianapolis Lighthouse Charter School (ILCS) began the year with a leadership team consisting of a Regional Director (RD), a K-7 Principal, and an 8-12 Principal. All three demonstrated sufficient academic and leadership expertise. However, during the first semester, both the RD and K-7 Principal resigned, leaving the 8-12 Principal to absorb the majority of responsibilities of all three roles for the remainder of the year. These responsibilities included managing the closure process for Monument Lighthouse Charter School and

the application process for ILCS East, managing staff and teachers for K-12, and working as school liaison for the board of directors and the Mayor's Office. While he was able to manage these responsibilities and complete the school year, he was understandably unable to dedicate the significant time and energy that each role required.

The Principal communicated frequently with school support staff, including Assistant Principal, Directors of Teacher Leadership, and Director of College Transition, to prioritize and delegate tasks and responsibilities. He also maintained consistent communication with the board of directors, Lighthouse Academies of Indianapolis (LAI), the school's management organization, and the Mayor's Office. Additionally, he has fostered several community partnerships, including those with local schools and universities, mentoring programs, college counseling organizations, and teacher preparation and training organizations, that directly support the school and its students. The Principal provided a thorough report to the board at every meeting that included accurate and relevant information and he worked closely with the board chair between meetings.

Organizational Chart





Core Question 3: Governance & Leadership Performance Framework Indianapolis Lighthouse Charter School

Throughout the transition, the Principal remained very data-driven in all of his decisions. Identifying low performance from students in K-7, he immediately worked to build better systems of data analysis, curriculum mapping, and rigorous classroom expectations. Even with limited time, the school was able to demonstrate a significant improvement in behavior and math scores for these students. Additionally, he focused heavily on attendance and college and career readiness for high school students, leading to high rates for college acceptance and preparedness.

Overall, although the school experienced significant turnover and personnel concerns, the Principal at ILCS was able to maintain focus in academic and organizational oversight. Thus, ILCS receives an approaching standard for school leadership.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.2 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	AS	DNMS					
Sub-indicator Ratings	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						DNMS
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						AS
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

During the 2013-2014 school year, ILCS failed to meet many deadlines for submitting compliance documents to the Mayor's office (OEI). The Regional Director handled the majority of reporting until she transitioned out of the role, which led to a period of confusion regarding compliance responsibilities. Although compliance documentation was often late, ILCS worked with the board and the Regional Operations Manager to ensure it was eventually submitted.

ILCS maintained compliance with all material sections of its charter and submitted amendments when necessary. Additionally, the Principal was consistently and actively engaged during and between meetings with OEI. However, due to the significant concerns with compliance reporting, ILCS **does not meet standard** for compliance obligations.

3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.3 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	DNMS	MS					
Sub-indicator Ratings	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						ES
	Clear understanding of the mission and vision of the school						MS
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						MS
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						AS
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						MS
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						MS

In previous years, Lighthouse Academies of Indiana (LAI) served as both the governing board and charter management organization (CMO) for ILCS. Noting several concerns with this structure (including capacity to oversee five schools across the state, lack of local context and control, and conflicts of interest), a local LLC that previously served as an advisory board took over governance responsibilities for ILCS. For the 2013-2014

school year, the board was comprised of individuals with experience in board governance, education, healthcare, technology, community engagement, and law. In accordance with the board by-laws, a parent and representative from LAI also served as directors.

Under the leadership of a new board president, the ILCS board worked to better understand and participate in proper governance policies and procedures. A review of meeting minutes and notes demonstrates the board's understanding and commitment to the school's mission to prepare students for college through a rigorous arts-infused program. This commitment was especially apparent in the board's decision to close Monument Lighthouse Charter School (MLCS), an underperforming school over which they also had governance oversight, and the decision to replicate ILCS. All directors maintained alignment with these decisions and worked to overcome the ensuing obstacles. The board met monthly and regularly met quorum, with the majority of directors consistently in attendance. Although directors reviewed board packets in advance and received extensive updates from the school leadership team, there was not a high level of engagement from all directors during the meetings. The board relied heavily upon the school leadership to provide information and lead discussions and many times, if there were questions or further discussions, the board chair and one to two other directors contributed.

Skill Sets Represented on Board

Education



Technology



Legal



Healthcare



Community



Parent



CMO



Board Overview

Lighthouse Academies of Indiana, Inc. holds the charter for Indianapolis Lighthouse Charter School.

8 **majority**
Members **# Required for Quorum**

The ILCS board meets monthly.

The ILCS board contracts with Lighthouse Academies, a Charter Management Organization that operates 18 schools across 7 different states.

The board chair and Principal consistently communicated with one another and the Mayor's Office (OEI). As they prepared to close MLCS and replicate ILCS, they were transparent, proactive, and collaborative in communicating updates and concerns with the board and OEI.

In governance operations, the board adopted updated bylaws as it separated from the LAI board and maintained compliance with its bylaws throughout the course of the year. Meetings were held as scheduled, met quorum, and abided by Indiana Open Door Law. No conflicts of interest were noted during the 2013-2014 school year, but the board will need to continue to monitor this as long as an employee of LAI serves as a director.

Due to the consistent development, leadership, and stewardship of the board of directors, ILCS is meeting standard for board governance.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
Indicator Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.4 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	n/a	MS					
Sub-indicator Ratings	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						MS
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						AS
	Collaboration with the school leader to establish clear objectives, priorities, and goals						ES
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						MS

The ILCS board held monthly meetings in which all stakeholders, including the Principal, network employees, and relevant school staff, provided thorough reports on school performance. Between meetings, the Principal regularly met and communicated with the board chair to provide leadership and support in school initiatives and events.

Annually, both LAI and school leaders receive a thorough evaluation, with the board evaluating LAI and LAI staff evaluating school leadership. While the board did make many strides to improve its own performance, there were no formal systems for setting board goals or evaluating progress. This hindered the board in creative goals and objectively assessing its own performance at the close of the year.

In every observed interaction, the board and the school leadership team appear to have a positive and collaborative working relationship. The Principal was proactive, self-reflective, and self-motivated, which allowed for relevant and transparent meetings that demonstrate a constant commitment to school improvement. For the reasons discussed above, ILCS is meeting standard for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.5 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	MS	MS					
Sub-indicator Ratings	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2013-14, ILCS's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. Through several construction projects, the school remained accessible to all, including people with physical disabilities. The Mayor's Office monitoring of ILCS's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school is meeting standard for this indicator for 2013-14.